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ABSTRACT

Proceedings of the 1983 People United for Rural Education conference are developed around the theme of "Perfecting and Understanding Roles in Education." Following the introductory materials are 12 papers which were presented at the meeting. Major addresses and authors include: "A Federal Perspective for Excellence in Rural Education," Lawrence Davenport; "Partnerships," Anne Campbell; "School Board's Role and Responsibility," T. E. Davidson; "Role of Community, Business, and School: CAL School and Community," James D. Jess and Jerry Plagge; "Role of Parent and Role of Teacher," Margaret Borgen; and "Computer Assisted Instruction in Iowa," Bill Ashby. In addition, remarks from Jon Baker which were presented at the banquet are provided along with Governor Terry E. Branstad's (Iowa) budget recommendations for education. The third general session contained the following papers and authors: "Coordinating Rural Education Activities in the U.S. Department of Education," Duane M. Nielsen; and "The Staples Story," Richard Donat. The fourth general session report encompasses the meeting with Iowa legislators, and the closing session provides a paper by Dale W. Lick, "Rural Education: A Glimpse at the Future." A report from the business meeting, conference '83 recognitions, a note of appreciation, and the roster of exhibitors conclude the report. (AH)

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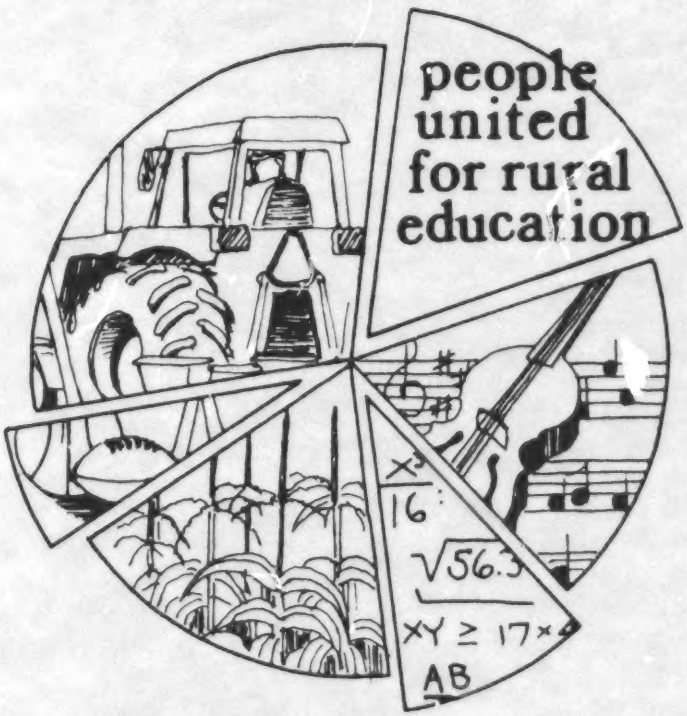

SIXTH ANNUAL NATIONAL CONFERENCE

FEB. 3-4, 1983

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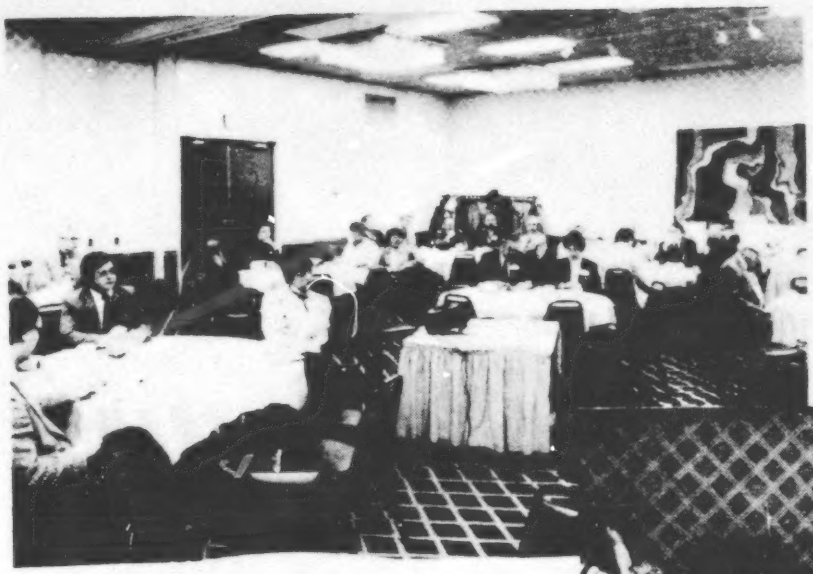

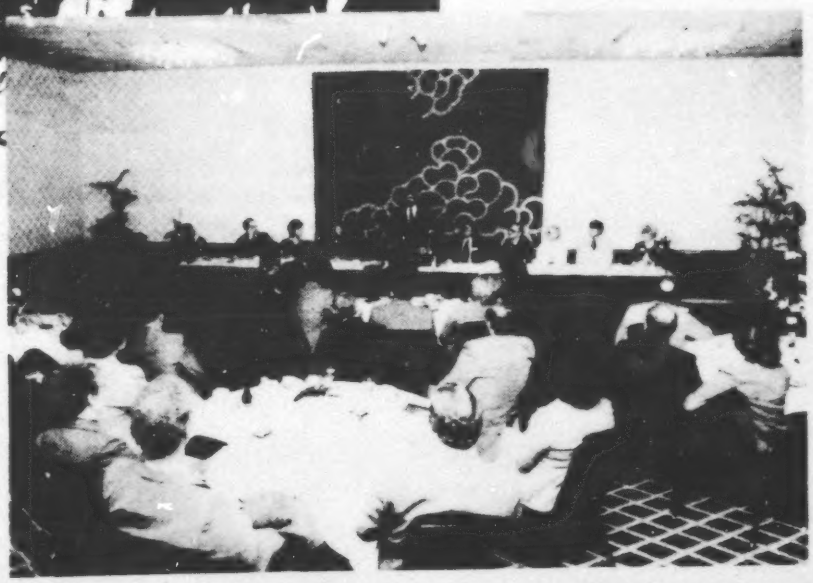

NATIONAL CONFERENCE

PEOPLE UNITED FOR RURAL EDUCATION

1983

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INTRODUCTION

Although this year's PURE conference proved to be the most devastating in weather records, there were a number of brave hearty souls who arrived after mortal combat with "old man winter".

The conference lent itself to a more informal type structure and an exchange of views prevailed in all sessions.

Particularly noteworthy was the Governor's address during which he solicited questions and comments. The legislative session was interesting but somewhat disconcerting. We should all be extremely watchful of the legislative direction this year and voice our concerns over each piece of educational legislation. It is important to remember that our senators and representatives also represent rural Iowa and not just organized groups with singleness of purpose.

Most upsetting is what appears to be legislative support for broadening the scope of collective bargaining. Please keep in mind that Iowa will always educate its children. However, it may not be in the school of your choice. Proposals appear to have support that add to the movement which takes more and more local control out of your hands. Some of the legislators who spoke at our conference were in support of such proposed legislation.

Probably the most encouraging session was presented on the Staples, Minnesota, story. Many of us returned to our small towns with renewed vigor and hope.

Even though the conference operated in a deficit, PURE will persevere. We are already thinking about next year's program and hope to see all of you there.

Jon Baker, Chairman
PURE Advisory Council

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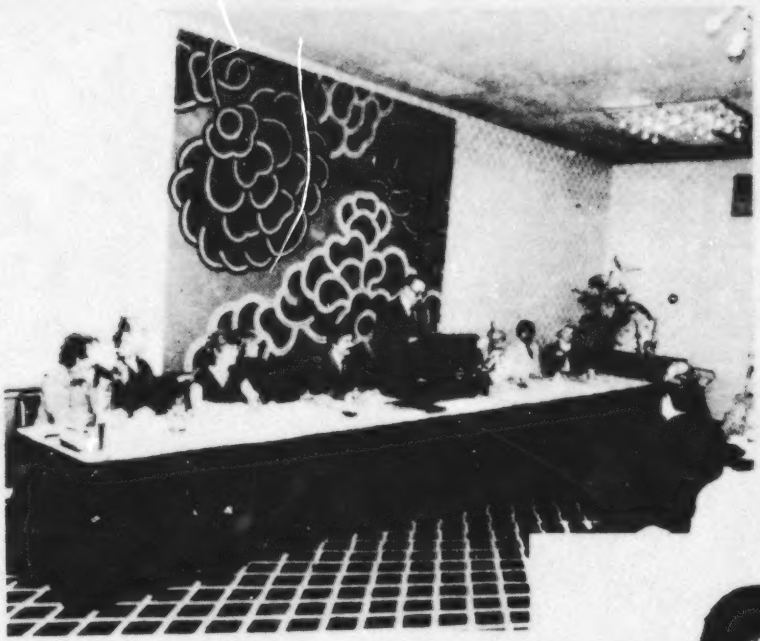

BANQUET HEAD TABLE

DR. BENTON AND DR. JESS

DR. JESS AND LEGISLATORS

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FIRST GENERAL SESSION

SPEAKER: LAWRENCE DAVENPORT

Asst. Secretary for Elementary and Secondary Education, U.S. Dept. of Education

A FEDERAL PERSPECTIVE FOR EXCELLENCE IN RURAL EDUCATION

Good morning. I would like to thank Dr. Jess for his fine introduction and both he and your president, Joyce Losure, for inviting me to address this opening session of the Sixth Annual Education Conference of People United for Rural Education.

I like the name of your organization... People United for Rural Education. What we all too often forget is that it is people working at the local level who shape not only the present, but the future of our schools. Parents and the community as a whole, not just educators set the standards of excellence for our children. That is a huge responsibility that far too many either have abdicated or failed to recognize. This is one reason that I am honored to have the opportunity to address your organization today. PURE is one fine example of an enduring effort by people at the local level to provide quality education.

In the past 20 years federal authorities prior to the Reagan administration, and sometimes state authorities and educational agencies, have ignored a key principle as they have developed policies affecting education. That principle is simply: any realistic perspective on education must recognize local autonomy.

In their zeal to mandate equality in education, legislatures and agencies tended to ignore local differences and to overlook rural needs. The push to legislate and regulate equality translated into imposing uniformity on all schools. This often meant the elimination of rural schools because of their size and without regard for relevance and quality of the local programs. Local initiative was smothered.

I am pleased to be associated with an administration that shows sensitivity to local needs, and with an administration that puts great faith in the capability and commitment of people to solve their own problems in the most efficient manner and for the good of their own children. That is why a new federal perspective on rural education was necessary, and that is why the administration's response to the concerns of rural education will help rather than hinder the pursuit of excellence in education at the local level.

Rural constituents were among the first and among the most vocal in expressing outrage at the federal blizzard of forms and regulations with which they had to contend in order to benefit from their fair share of their tax dollars. The Department of Education's response to rural concerns was a policy that categorically declares that rural communities will share equitably in federal funds, services and assistance. The Office of Elementary and Secondary Education has taken the lead in advocating reform of the application review process so that LEAs - particularly small rural LEAs - would not be handicapped in competing and in qualifying for a fair share of federal dollars. We have proposed, in line with the Regulatory Flexibility Act, exempting small schools from complicated applications, and eliminating formulas that reward LEAs for their bigness rather than on the basis of the gravity of their need. For instance, are the needs of 5,000 pupils concentrated in an urban area greater than the needs of 500 pupils scattered over a 100 mile area? Certainly not! In addition, we have proposed changing the emphasis of application rating criteria from processes, such as research- based

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evaluations and needs assessments, to an emphasis on product and the quality of instruction.

As one example, the Office of Elementary and Secondary Education's Indian education programs is revising regulations to exempt LEAs with enrollments of under 1,000 students from some of the cumbersome application requirements. They are also planning to exempt LEAs with grants under $20,000 from undue paperwork. This will affect 45 percent of Indian Education Act entitlement grants or roughly 500 LEAs. This means that 500 LEAs could save at least 20,000 man hours of compliance time - time that could be better spent providing direct services to students. We also expect more eligible small LEAs to apply for their entitlements to assist Indian students because of changes in applications.

Deregulation saves time, money and frustration. It frees up teachers to teach and administrators to plan and monitor their programs. According to Department of Education's regulation office, department-wide deregulation will save LEAs more than $1 billion a year by eliminating 227 pages of regulations and saving LEAs at least 846,000 hours in LEA compliance time. It's this kind of federal response to local frustrations that makes sense in a time of budget tightening.

Local initiative for excellence is also preserved in this administration's approach to federal discretionary programs. With the passage of the Education Consolidation and Improvement Act of 1981, 28 discretionary grant programs were consolidated by Chapter 2 into a single block grant to the states. This was particularly good news for small and rural LEAs. Instead of an LEA having to enter 28 separate grant competitions to receive federal funds for these programs, they now simply complete one state designed application for one or more of the original purposes of the 28 programs. LEAs are entitled to the funds by formula based on number of children aged 5-17 in the state. The state must distribute at least 80% of the funds it receives to the local educational agencies located in the state. Funds must be provided to all LEAs on the basis of their public and private school enrollments, adjusted in accordance with criteria approved by the Secretary to provide higher per pupil allocations to local educational agencies which have the greatest numbers of children whose education imposes a "higher than average cost per child." Examples of "high cost" children are children from low-income families, children living in economically depressed urban and rural areas and children living in sparsely populated areas. The end result is that rural communities have a fair shot at their fair share of federal funds.

Reducing federal control is only one way of enhancing the quality of education at the local levels. Both deregulation and consolidation will help, but in the final analysis the agenda for reforming education is a local matter. Parents, school boards, school administrators and teachers will evaluate their children's education. Outside agencies such as the Department of Education can help in this process by making information about effective practices and proven research available to LEAs. Secretary Bell has made "Excellence in Education" a major goal of the Department. He has established the National Commission on Educational Excellence which is providing a nation-wide forum and dialogue on the conditions for excellence in education. The Office of Elementary and Secondary Education has made certain that rural interests were represented in the deliberations of the commission. In May last year we sponsored a national seminar on "Ensuring Excellence in Education for Rural America" and we funded a project to develop a report on excellence for rural schools. That report was delivered in December and has been transmitted to the Commission. The report emphasizes the positive aspects of small and rural schools while calling attention to the special needs of rural areas. It highlights what I am sure you already know about rural schools: both the best and the worst education can be found in rural areas. For policy makers, this means that we must look to rural schools for examples of true excellence; and we should revamp assistance programs to address their special needs. The Report on Ensuring Excellence in Rural Education describes these special needs and makes eight recommendations.

1. Teachers and Administrators need to be trained for rural realities.

The report highlights outstanding examples of where teacher training institutions have provided leadership in tailoring pre-service and inservice programs to the needs of rural schools, such as North Dakota's involvement of rural schools in defining their training needs. Other institutions are moving in this direction. Teacher centers have proven to be highly successful in helping teachers improve their classroom content and procedures. Private funds and cooperative arrangements among LEAs can sustain these vital services to teachers.

2. Curricula should be relevant to rural school children.

   The excellence report suggests that rural school teachers and principals need small grants to develop curriculum based on their own experiences. Curriculum consultants with state and regional agencies also need retraining and orientation to rural school needs. The funds now available through the block grant for all rural schools could be used for this purpose. Modern communication techniques promise to provide much of the content for an enriched curriculum for rural schools. The report emphasizes that those studying the educational use of computers and telecommunications should include rural schools in both their planning and in their search for models of success.

3. The instructional needs of rural students should be based on rural traditions and values.

   Too often outside interests and federal and state initiatives attempt to change attitudes and aspirations of rural people rather than respond to them. The Report on Ensuring Excellence notes that rural people will respond positively only to solutions that surface from their own traditions and values. The report also notes that there is a tendency to support training programs for jobs that do not exist in the community, or are irrelevant.

4. Rural people should be included in long-range planning by state and regional officials.

   The report makes the point that too often rural people are ignored in plans for industrialization and job training. Schools then find that they have not prepared their students for new technology-based jobs and that the industries that did employ their graduates have moved out. Any changes involving zoning, industrialization, and redistricting should involve rural schools in all aspects of the planning if the effort is to be meaningful.

5. Federal and state financing schemes and mandates should be sensitive to the "rural situation".

   The often proposed formula for financing rural education can lead to a "trap". Although it may on the surface appear to help rural schools, in reality it may limit the flexibility necessary to respond to the diversity of rural education needs. For example, mandates requiring residential care for the seriously handicapped child could cost a small rural district $20,000 or more a year. A disastrous financial burden.

6. Rural areas will not be required to bear a disproportionate share of the reductions of federal funds.

   The block grant guarantees funds for all LEAs regardless of size. Priorities for scarce funds are for the most needy. State definitions of "most needy" include rural disadvantaged pupils wherever they might live.

7. Regional, state and national data banks should include information about rural areas and resources.

   It has been the practice in the past to ignore small LEAs with less than 500 enrollments in data collections on the condition of education. The result is that a problem not defined or described is therefore one that does not exist in the minds of policy makers. Rural schools were often unrecognized for assistance programs, and planners easily overlooked their special needs and contributions for long term planning for growth and development.

8. Cooperative efforts should be fostered by federal and state agencies.

   Rural schools are pioneers in cooperating to survive. Over the years they have evolved creative ways to share facilities, transportation, equipment materials and personnel.

   Avenues for cooperations such as coali-

tions of civic groups, churches, business, universities and various public agencies can enhance the educational experiences for rural youth.

No where is the spirit of cooperation better demonstrated than in the use of volunteers to supplement the educational program of rural schools. President Reagan has repeatedly cited volunteerism as one of the best ways to provide personal services to one's neighbor and, in this case, to thy neighbor's children. Rural America has always valued such neighborliness and will continue to provide models of self-sufficiency and nondependency on government.

Governor Quie of Minnesota, a member of the Secretary's National Commission on Excellence in Education, and speaker at the Department of Education's 1982 Seminar, spoke of the assets of rural education as "full parent involvement...community support (the kind where everybody turns out for a school dedication) and their emphasis upon hard work, generosity, discipline and cooperativeness."

In the Ensuring Excellence Report, Governor Quie cited rural schools as the most promising source of leadership for a sane and sober world. It becomes critical then that this legacy of self-reliance be kept alive in the small farming, fishing, and mining communities across the land. The values nurtured in these rural schools are well known; the characteristics that foster them are often described in these terms:

1. Rural schools are usually small in enrollment size.
2. Rural schools are an integral part of the sustaining community.
3. Rural schools reflect the values of the pupils' parents.
4. Rural schools are creative in "making do" with available resources.
5. Rural schools cooperate to survive.
6. Rural schools attract personnel who love freedom to work and who loath bureaucratic structures that constrain and delay.

Because they have these qualities rural schools preserve and reinforce the community value system. As a result, as Thomas E. Moriarty's study reports in the Small School Forum, rural youth ... "Possess a high degree of independence, close family ties, respect for their elders and ...they are accustomed to "good times" and "bad times" which they see as part of the laws of nature. This produces an outlook that fosters independence and pride in work. Moriarty also says that youth who leave the area retain their basic beliefs and values, which, he suggests, gave rise to the old saying, "You can take the boy out of the country, but you can't take the country out of the boy."

I suggest that this contribution by rural schools to the preservation of fundamental values tells policy makers at all levels that they should hesitate long before they pursue policies that would take small schools out of the country, or that promote curricula to take the "country" out of rural children and youth. The point is that quality education can and does happen at any place at any time. Size and location should not be a governing criterion for judging whether quality education can thrive.

We at the Office of Elementary and Secondary Education will continue to do all we can to ensure equity for rural areas.

I commend you for your perseverance in pursuing excellence in education for rural America and I pledge our continuing support for your agenda to improve education for all of America's youth at the local level.

NOTE: Copies of the report, Ensuring Excellence in Rural Education, are available by writing to: Dr. Norman E. Hearn, Director, Program Support Division, Indian Education Programs, U.S. Dept. of Education, 400 Maryland Ave., S.W., FOB #6, Room 2177, Washington, D.C. 20202.

DR. LAWRENCE DAVENPORT, DR. JAMES JESS

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SECOND GENERAL SESSION

THURSDAY LUNCHEON SPEECH

PARTNERSHIPS

SPEAKER: DR. ANNE CAMPBELL

Former Commissioner of Education, Lincoln, Nebraska & a member of the Secretary's Commission on Excellence In Education

Almost a year ago the speaker said, "Education in rural schools is alive, working to provide quality education through different organizational configurations, and experiencing many changes as it strives to meet the needs of all children for a quality education living in rural areas." In the interim the partnerships formed in the different structural and organizational configurations have continued both within and among schools and districts with renewed interest from state and Federal agencies.

One would hasten to add that the partnerships have probably neither provided a panacea in providing solutions to every concern nor one best way to address those concerns. However, the strength of partnerships within and without the educational enterprise is the ability to alter or modify existing practices as social and economic realities emerge.

Former Commissioner Nyquist of New York State made the comment several years ago that "If a state is to meet its responsibilities for the education of all children, and if local control is to be strengthened and remain meaningful, then we must develop the kinds of partnership arrangements for both planning and operations that are at once politically and popularly acceptable, financially feasible, and educationally sound." To say the prior statement is a tall order, is to understate the challenge. Nevertheless, Commissioner Nyquist's thought expands the importance of developing partnership arrangements across the array of the educational spectrum extending from the federal to local levels.

While national voices will be heard, such as the National Committee on Excellence in Education, listening to and accepting the proposals put forth will vary at first response from complete rejection to overzealousness in bringing about change. Let me cite a disclaimer, perhaps to save my own soul, but really to "tell it like it is," which speaks to the caution of addressing the American public in more than a reasonably general way without mandates which usually deteriorate into specifics that cannot take into account the diverse and pluralistic nature of our society.

Partnerships or coalitions of pro-education backers have become "gradually unravelled due to a number of interdependent factors which can be identified although their appropriate weighting and their precise interactions are impossible to assess."[1] To name a few of the interdependent factors that raise questions related to partnerships let me mention a few: First, <u>demography</u>. If the baby boom was a powerful wind at the back of the pro-school forces in the 1950s and 1960s, so the end of the baby boom was a depressant in the 1970's.[2] We all know, too, the general aging of the population has increased substantially so that there are a number of citizens who have no immediate stakes in the condition of schooling. However, current demographic patterns or projections assure an increase in elementary and secondary enrollments by next year, 1984. The signs are a reality. So rebuilding of coalitions will take place as the increase in the number of adults with children become more concerned with the condition and quality of schools.

Second, tax resistance and spending reductions due to a depressed economy have also served to split former partner-

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ships that served our public schools. One can observe more and more interest today that both tax resistance and spending reductions can be carried only so far without a growing public awareness of what a substantial loss of public services with their consequent anxieties can do to stimulate a re-priortization of expenditures for necessary public functions--including the importance of education.

Third, a sense of community seems to be having difficulty being reborn from legacies of the civil rights movement, the Vietnam War, the militancy of teachers, the media, the growing immigration influx, but there are encouraging indications which portend a mending of our social fabric not only for the survival of American society but for the future of the institutions that form the glue for that society. The public schools being an important one of them -- all public schools. The task is people caring, sharing, working and supporting the basic elements of community partnerships - at the local level. Rural America has generally typified that task.

It is the effort of people such as yourselves at the grass roots level which will rekindle the fires of citizenship and of quality education in the interest of the general welfare. Partnerships not confrontations are the stabilizers needed in society, and particularly in education. Time must be given to finding solutions to problems, not assessing blame for them.

Given the fact that many existing partnerships, particularly in rural areas, have come to the forefront in the past several years, strengthening of those ties in light of inevitable changes become essential. Keeping communication lines open so that the rural student can have every opportunity to prepare for a service economy in an informative society on a quality basis.

Let me now step into a critically important area about which little has been either said or written, the partnership of students with the educational enterprise and those who labor within it.

Michael Timpane, Dean of Teachers College, Columbia University, commented recently: "Nowadays, we expect every student to succeed. In the past there was a meritocratic idea that learning was available for those willing to strive for it. Now we have moved beyond to saying schools have a major responsibility to provide for the success of their students." One of the areas addressed by the Commission on Excellence in Education is the responsibility on the part of students in the learning process. Teachers and administrators in looking for ways to improve student achievement have turned to an industrial term, educational productivity, to stress the importance of the "work ethic" or motivation as a means to engage students in their own learning process. For instance, in the classroom one student works busily on a lesson, one "doodles" while another "socializes" - so it can be said that students themselves make the choice to become involved. If a tap on the shoulder, a reprimand or any effort toward behavioral management is made, a teacher can be assured of varied responses. As a parent, most of us know how each of our children differ in self-motivation, and how each responds differently to our demands, even within the same family.

The student partnership in the learning process is an important issue in terms of responsibility. The issue brings to mind the pervasiveness of TV and its advertising impact on youngsters. Is it the message in the program itself or is it the commercials selling goods and services that is retained? More often than not, it is the commercial with its tantalizing jingle. Productivity in the classroom depends more on a student's willingness to work at the task of learning. Entertainment is not the role of the school.

The parent, likewise, must form a partnership with the child and with the school - when the parent is at odds with either, a very important link in the educational process is broken.

Certainly, administrators, teachers and boards of education must form partnerships, not only among themselves but with parents, students and the community. Administrators and teachers worked as a team for many years and communicated to the outside world that school professionals were a team. Again without going into who was to blame, it is time the participants established partnerships to work together on improving the schooling process, and in joining with other groups to build the confidence and support of the general public on behalf of the public schools. One needs to bring in other

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partnerships within the educational community. The close working relationships with colleges and universities. Just as the agricultural extension model has formed partnerships in the agricultural enterprises, so must collegical partnerships be formed in the educational enterprise.

The help we need in strengthening curriculum, in examining structure, in doing research for which many rural areas have neither the manpower nor the funds, cries out for partnership formation.

We are witnessing also, a resurgence of interest in elementary, secondary education by officials of business and industry. Their life and blood requires bringing capable employees and executives into the free enterprise system today. Therefore they are very dependent upon the quality or excellence of graduates, particularly in science and mathematics. Data indicate fewer students taking science and math in their junior and senior years, yet these two discipline areas form the base line of knowledge for the technological needs of their businesses and companies.

Partnerships with business and industry are an essential part of the pattern of need.

Rural educators and those who support rural education must explore ways in which their students can be exposed to the varieties of careers which are available in business and industry, as well as to learn the requirements in program as well as performance necessary for students who may choose to work in highly technical areas. The transition to work and live in this technological society is part of our consideration of excellence in education. Usefulness is, for every student, as it was for us, the end goal of education. The goal must be to use the skills acquired and the knowledge learned to some productive and rewarding end. Yet no student need neglect nor abandon learning and the rewards of continuing to learn for its own sake.

Vocational educators have formed partnerships with business and industry through advisory councils. Job skills required are being expanded to include knowledge and skills in language, mathematics and the humanities as well as understanding the work place and what is expected of them. It would be difficult to differentiate the expectations of employers for the so-called academic student than that just given. In addition, both vocational and academic educators (another artificial fragmentation in need of alliance) need to be aware of traits and attitudes in demand, adaptability, tolerance for ambiguity, the ability to work in groups, persistence in coming to closure and enthusiasm for work.

Earlier it was pointed out that rural areas, too, have become more pluralistic, certainly more in some regions of the country than in others. Nevertheless, few rural areas are significantly isolated to the extent that citizenship obligations of access and equity are not recognizable issues. Relationships are needed to address the issues of access and equity in what has been called "America's Unfinished Agenda" -- Nearly everyone has a "window on the world" through the miracle of satellite and micro-wave communication. From the view we are becoming more and more aware of the necessity of understanding different cultures since our partnerships extend beyond our nation's borders. Isolation and complete self-sufficiency are illusory, and more unrealistic. Consequently, the perhaps unclear and sketchy message in this address is that partnerships must be forged in education among and between people in rural areas, urban and suburban areas, states, the nation and yes, internationally. The consequences of such partnerships are to provide quality education for students who will become the leaders of tomorrow, and who in turn make their communities, state, nation and the world a better place to live.

We will maintain the view that education is an indispensable asset for a free people -- all of them -- the best assurance against both tyranny and mobocracy.

That's the way it is, February 3, 1983.

Footnotes:

[1] Stephen K. Bailey, A Second Transformation of the Schools, Essay, 1981.

[2] Ibid.

AFTERNOON PRESENTATIONS

SCHOOL BOARD'S ROLE AND RESPONSIBILITY

SPEAKER: T. E. DAVIDSON

Executive Director
Iowa Association of School Boards

1. Iowa Constitution and Statutes establish and organize public education in this state.

   Iowa Constitution clearly provides that public education is a state function.

   The statutes, enacted by the General Assembly, define authority of local school districts.

2. Generally, statutes are the basis for the legal responsibility and authority of a school board.

   Some statutes direct the board to do certain things. They mandate action.

   Others are broadly stated and grant discretionary authority to the school board.

3. School Board's role in education ...

   Policies - School board adopts the policies that provide the framework within which the school district functions.

   Planning - An important aspect of school board involvement is a community needs assessment program to determine the community's education requirements and to foster the efficient utilization of buildings.

   Personnel - School boards have the general authority to hire and discharge employees. They approve all contracts with certificated employees. The Board has the important duty to employ a superintendent who administers the district within the policy framework.

   Participation - Board members are actively involved in community and other programs-- particularly those that impact on education. One of the key areas of interest is the political/legislative process because of its direct impact on public education. Board members have a leadership role.

JACK ADAMS

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ROLE OF COMMUNITY, BUSINESS AND SCHOOL

CAL SCHOOL AND COMMUNITY

PRESENTERS:

DR. JAMES D. JESS

CAL School Supt. &
Owner of Country Classics Clothing

JERRY PLAGGE

President, CAL Local PURE Chapter &
Owner of Country Corners Antiques
and Country Curator

Survival of the small school in rural Iowa has been at the heart of P.U.R.E.'s work since its inception six years ago. It has been a concern to the residents of Coulter, Alexander and Latimer who make up the CAL Community School District since the early 1970's when the district's student population started to decline and the State's new School Finance Law began limiting the district's ability to support its school programs as it was accustomed to doing so prior to the enactment of the current law.

Our presentation this afternoon is an attempt to explain how the survival of the CAL School has affected the lives of the district's residents and the complexion of the three communities that make up the district. We want to spend most of our time in a two way informal discussion, but first let me explain what effect declining enrollment and state controlled budgeting has had on the CAL School. Although the overall resident population of the district has remained relatively stable since the 1970 census, its make up has changed considerably. Alexander has decreased in population, Coulter has remained stable, and Latimer has increased. Due to an increase in the size of the family farms within the boundaries of the 117 mile school district fewer residents are living on farms today as compared to 1970. Throughout the district the senior citizen population continues to make up an increasing percentage of the district's total population.

The school's K-12 student population has declined 45 percent from 444 students in the fall of 1971 to 242 students in 1982. CAL's percentage decline is twice that which has been experienced on a statewide K-12 basis. In 1971-72, CAL's per student expenditure was 44% higher than the state average. Today, due to the equalizing effect of the State Equalization Formula, that difference has narrowed to 11%. CAL's regular program growth in state controlled revenues (which includes the combination of local property tax collections and state aid) has been allowed to increase by only 23% or an average of less than 2% a year since 1971-72. The State, on the other hand, has experienced a regular program growth of 116.6% or an average growth of nearly 9% per year during the same thirteen year period. I point out these statistical differences to emphasize the fact that the CAL district has had to overcome some unusually difficult financial circumstances in order to maintain its educational program and keep its school within its local communities.

The economic plight of the CAL School and its determination to remain a viable and progressive leader in offering quality rural education has been a unifying force for the residents of the Coulter, Alexander and Latimer communities. The problems of declining enrollments and state imposed spending limits has caused the residents of the school district to analyze their situation, set their priorities, and then work together for the continued existence and improvement of their school as well as their communities. The residents realize that if their communities are going to remain alive and well--so must their school.

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With the shift in population from younger to older residents in the district, the school has realigned its programs to include both an early childhood program for the district's three and four year olds and a continuing education program for the adults and senior citizens in the district. As classes got smaller throughout the grades K-12, opportunities for new programs became available that would help those students needing special attention. Special education resource programs and a program for the gifted/talented were started. Because computers are beginning to play a more important role in our daily lives, instruction on the computer begins in the first grade and continues through high school. The CAL School characterizes itself as "A Small School With Big Ideas." That big idea being -- to offer an educational program unique enough to meet the individual needs of both the school age youngster and the community. To be able to expand a school's program under the conditions of declining enrollment and state imposed spending limits has been a challenge to the district. It has required the financial and personal support of the district's patrons, a dedicated staff of employees, and a board and administration that could creatively manage its fiscal and program affairs.

The community has gotten itself involved by supporting local initiatives for increased spending of local funds. Since 1973 the 67½¢ Schoolhouse Levy has been passed twice and the local Enrichment Measure was voted in at 5% in 1975 and was raised to 10% in 1980. Community volunteers have taken the place of one-time-paid teacher aides. Businesses have cooperated with the school to provide job sites for students who participate in the school's Experienced Based Career Education Program. School organizations such as the CAL Music Parents and the Athletic Booster's Club have done a lot to provide added extras to both these extra-curricular programs as has the Parent/Teacher Organization.

One of the more active groups associated with the school has been CAL's local PURE Chapter. A twelve member Advisory Board plans and oversees the activities of its 200 plus members. Unlike the other school organization, the local CAL PURE Chapter sees its role as one that also goes beyond working for the school. Many of its activities are in addition to those of offering assistance to the school. They are community activities. One example of an activity that was done last summer was developing and disseminating the brochure, "CAL COUNTRY-A Blending of Communities," which is being used to publicize the advantages of living in CAL COUNTRY. It is given to prospective residents of Coulter, Alexander and Latimer as well as persons interested in possibly locating a new business within the district. Another project that was taken on by the local PURE Chapter last summer was the planning and organizing of a CAL Community Alumni Dinner during the Latimer Centennial which was attended by over 800 alumni and friends. The dinner was used by the Chapter as an opportunity to survey the attitudes of alumni concerning their feelings about growing up in a rural setting; being prepared for their future; and, what it would take to bring those alumni who left the area back into the community.

One of the continuing goals of the CAL Local PURE Chapter is to support area community development activities as they emerge. In studying the CAL Communities, the PURE Advisory Board found that within the last five years, thirty (30) new businesses have either started up or have changed ownership and only five (5) have closed due to retirement or simply going out of business. Several of the new businesses that have started have been started by members who are or have served on the CAL PURE Chapter Advisory Board. A story on the new businesses in Latimer entitled, "What's All The Excitement In This Rural Community? PROGRESS," was reported in the December 15, 1982 issue of the Ag Report printed in Belmond.

The Role of Community, Business and School in CAL COUNTRY has been one of building close working relationships with each doing its part to help the other. Good communities produce good schools. Good businesses produce good communities. Good schools help produce active communities and progressive businesses. The future of CAL COUNTRY is bright. More businesses are starting up; more young families with school age children are remaining or moving into the district; and, the CAL residents remain friendly, progressive, and proud of their school and communities--a combination of things that is hard to beat.

ROLE OF PARENT AND ROLE OF TEACHER

SPEAKER: MARGARET BORGEN

National PTA Membership Chair

At present, I am primarily a parent and a volunteer. I have been a teacher and also an administrator in an alternative school. My father and husband have both been school board members, so I come to my feelings about children's education from a number of perspectives. This will be reflected in my comments.

Ted Davidson outlined policy, planning, personnel, and participation as the primary roles of the school board, and Jim Jess explained the effectiveness of the role of the community in education. The role of the teacher is that of practitioner--the person with the closest contact, the hands-on responsibility, the person in whom the school board, the administration and the parents place their trust. The teacher touches the child, affects the child's outlook on life and the academic outlook. We give lip service to this view but we take it for granted.

Since our family's recent move, I have become newly aware of the tremendous role the teacher plays. I have a first grader, a seventh grader, and a junior in high school, all of them difficult times to make a move. But maybe there is no good time to change. My first grader finds security in his relationship with his new teacher. The seventh grader has been made a part of his new school and drawn into its activities through the sensitivity shown by teachers. The high school junior is having exciting academic experiences, thanks to several teachers recognizing his abilities. When we lived in one situation for several years, we just took these contributions by teachers for granted. I have a new awareness of the role of the teacher as practitioner.

The primary role of parent is consumer or representative of consumers. Cooperative roles are essential, not just the parent-teacher but also with others in the educational family.

The role of the teacher is first to carry out the teaching role. There are several factors which I will list in increasing importance. Teachers carry out their teaching role according to:

1. the desires of the community;
2. their response to the policies and direction of the board and administrators;
3. terms of their own commitment and how they feel it is important to the child;
4. the needs of the children as they see them.

Secondly, teachers have obligations to be a force to create needed changes to serve the needs of children. They must be advocates for what they see the needs to be done. If that puts them at odds with the board or administration, they <u>have</u> to do it. That is the role of the teacher to be advocates for needed change, to say, "That doesn't work in this classroom. We need to do it another way." They need to be advocates for optimum class size and appropriate extra curricular activities; advocates for needed change in the academic, educational sense. Teachers also need to interpret needs to the board, administration, public and legislature. They need to play their role, even if there is a difference of opinions in point of view.

Third, teachers have a role in creating support for the whole school system, understanding of the whole school system. There are more teachers than board members or administration. The teachers are in the community either creating good feeling or bad feeling for a school dis-

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trict. It is really important that teachers see their role as creating understanding, interpreting school policy, helping the community in general to become advocates for the school system. It is hard because of the real-life situations where teachers and board members are thrown against each other. There are barriers, but it is important.

The fourth role for teachers is working with parents as partners, to not regard parents as threats, to not regard parents as spies when they are volunteers or visitors, but as active, positive partners in the education of the child, to be open with information, to regard parents as knowledgeable and the caring people that they are.

Parents have two basic roles. One is the hands-on role working in schools, being the volunteer, helping. The second role is involvement with the public, with the political issues that impact education. It is easier for most of us as parents to be involved in the first way than in the second way.

The first role relates to how we participate in our own children's education. Parents need to be well informed about what's going on, to know what's going on, to not always take your first-grader's word for what's happening, to check things out, to read everything that comes from school, to be at school, to just know what is going on so you can be supportive with some degree of knowledge. The best place to get that kind of knowledge is to go to the source. Go to the school, take part in activities, be there. Know what's going on and don't take rumor as fact.

The roles of parents are:

1. be informed;
2. be supportive of classroom activities, of bringing what the kids need brought, being there for school activities;
3. volunteer service, direct volunteer service in the classroom. Administrators are important in helping this happen. They should encourage teachers to do this with respect for the parent so the parent is more willing to do it. It is part of the partnership experience. Parents can feel intimidated by schools, particularly if their own experience wasn't a good one and it's hard for them to cross over the doorway of the school and come in. If we really want to have parent volunteers, we need to choose tasks that are appropriate, ones that challenge and fully utilize parents that have certain abilities and tasks that are important but not beyond the capabilities of those who just want to help and may not have a lot of expertise.
4. be an advocate for their own child. One of the natural roles for teachers may put them at odds with others in the educational community and sometimes being an advocate for my own child will put me at odds, but it is a role we have to do. Our children need us first so those of us in our teacher roles, our administration roles, must realize that conscientious parents must be advocates for their own children.
5. a parent needs to do all these things with respect for the teacher and the school. Not just for the sake of the school but for the sake of the child because children get their attitudes from the parent. So parents need to act in the context of a positive attitude to create positive change. There is a difference between legimitate criticism of schools by parents and the ideological and/or political complaints not directly related to the student. One of the key ways to tell the difference between the two is that the parent who really is caring and wanting to solve the problem isn't going to just complain. They are going to want to be involved with you and the school in solving the problem. They are going to probably go first to the teacher. They are not going to jump rank and march on the school board first. They will follow channels.

The second role of parents, going beyond the direct involvement with their own children, is that of knowing of the larger issues of education.

Parents need to know the trends if they are going to participate positively. And they need to know why schools need to be different now than when they were in school. They need to be conscious of how schools reflect the community environment.

Parents need to know that many decisions made in their local schools are not

really made in their local schools. That will help parents to better understand about the things you in the local community cannot do anything about.

Parents need to have a longer view, to realize that they need to be involved as an issue emerges and be part of the political process that creates the change or maintenance of the status quo as they want it. Parents need to know how they can make a difference.

Parents need to understand and interpret to the community that educational issues are also political issues and economic issues. You cannot talk about wanting all these wonderful programs and not relate it to economics. The public in general does not always make that jump.

Parents who want to be involved need to know about the changes in philosophy of the Federal Government related to education. At this time the Federal Government wants to minimize what they see as an intrusive role into local education decision making. Some ways this has been carried out are: by the shift from categorical aids to block grants; reduction of Federal education budget; efforts to change guidelines of certain programs; increased efforts to subsidize private schools with the money probably coming from public school funds, and efforts to abolish the Department of Education.

Parents may not be aware of these changes and how they affect their school if teachers and administrators do not communicate with them. PTA has just put out a $3 publication called "Looking in on Your School--A Workbook for Improving Public Education." It is designed for the parents who want to be positively involved in supporting and creating quality in their local schools--how to look for it, how to relate, how to approach it.

All of us, parents, teachers, administrators, board, are involved in a tremendous enterprise--American Public Education. There are fewer advocates out there for it than there were a few years ago. It is necessary that we fight our battles, play our roles,--the board is the board, teachers are teachers, parents are parents--but when we come together we have some sense of unity in the way we support public education, that we advocate for it. The bottom line is what's it going to do for the kids.

COMPUTER ASSISTED INSTRUCTION IN IOWA

SPEAKER: BILL ASHBY

Arrowhead AEA 5

We live in the computer age. Good or bad computers are the most important force in today's society. In Iowa we are working hard to provide computer literacy to our students.

In Iowa we are not only developing computer literacy for students but we are using computers to help them learn in a variety of subject areas. The following time line indicates how this has developed:

1973 Time sharing network was piloted in N.E. Iowa. Federally funded it provided 17 school districts with access to the same computer. Not only could the schools teach about the computer, but it had a library of programs for computer assisted instruction.

1975 The Area Education Agency was formed. Educational Service divisions were responsible for providing help with computer services for the schools.

1978 Several AEA's, including Area Five establish time sharing networks connecting a large number of schools by telephone to a central computer. Libraries of programs for use in a variety of subjects were made available. C.I.S.I. was computerized to help students in considering careers.

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1979 Micro computers come on the scene. Minnesota has agreement with APPLE to use their micro and develop programs.

1980 Iowa AEA's negotiate an agreement with Minnesota to share their software for the Apple micro. In AEA 5 there are 27 Apple II Micro's in use.

1981 AEA's furnish educational software for the Apple Micro's. This includes supplemental materials that make the computer programs usable. There are 81 Apple II's in use in AEA 5.

1982 In AEA 5 there are over 200 Apple II's in use with each school district having at least one. Also there are 50 time sharing terminals in use.

This growth in the use of the computer in our schools has come from a joint effort by the local schools and the AEA. The AEA has provided access to materials and also inservice training to help teachers use them.

The computer does not solve all the learning problems and it can't be used for all types of learning. We encourage teachers to find 3 or 4 topics that the computer can help them teach. This adds a new media to their teaching and gives the student a meaningful use of the computer. There are several types of learning that the computer does best:

DRILL AND PRACTICE - The ability to give immediate feed back after each item makes the computer better than worksheets.

TUTORIAL- The computer can give a lesson in an interactive form. This can include information retrieval.

SIMULATION - Students can experience situations that can't be done in the classroom. The ability of the computer to randomly include events can make the simulations very challenging.

EDUCATIONAL GAMES- Many programs that have a game format provide a review of various skills. Many also develop logical thinking, following instructions, and comfort in using the computer.

MATERIALS GENERATION- Worksheets for various levels, word search puzzles for selected words, etc. can be generated quickly by the computer.

We are just beginning to have available materials that utilize the power of the computer. The use of the computer is limited only by our own imagination and more importantly by the time it takes to generate good computer software.

In most schools students are adapting to the computer even faster than the teachers. This is due to having more time to use the computer. Also students start using the computer with less awe than adults. Teachers are encouraged to make use of these students.

BILL ASHBY

PURE PRESIDENT JOYCE LOSURE IN DEEP CONFERENCE

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THURSDAY
SIXTH ANNUAL BANQUET

REMARKS FROM JON BAKER

Pure Advisory Chairman

Good evening and welcome to our Sixth Annual supper. If you take a look at the program passed out today, you'll notice a circle with what seems to be very small pieces of pie. The types of pieces that you or I would not like to have, in fact if you examine this glorious piece of art, and I say glorious because my art teacher designed it, you might imagine that you have just been swallowed by a shark. This could be the type of scene that you would see if you looked at the outside world. In fact, you might call this a vicious circle. In fact, that is precisely what it is. Each one of these pieces can be a part of each of our budgets and each of us are facing the same problem. The circle is getting smaller all the time as the shark closes its mouth, but the teeth remain the same size. The pie tin is starting to feel the strain. Many of us have found some of the pieces going over the pie tin. In order to fit it back in we have found it necessary to make some of the other pieces smaller. Who do we look to for help in making the pieces fit? For many years the Federal government has been of enormous support. But no more. The flow of money has gone from a river during the spring thaw (if it ever was that) to a creek during a dry fall. The state has also been of assistance to us. Unfortunately, they are in the same boat as we are. There is an increasing strain on their resources and they have to start trimming certain pieces of their pie to make it fit in their pie plate. No...we cannot look to traditional ways of assistance. We have to be more creative than we ever have in the past. Each community has to become capable of sustaining, maintaining and developing its own school system. They have to do it themselves. The parents have to insure the type and quality of education for their children.

Does this sound familiar? Is this some sort of deja vu? As I'm sure many of you have read reports and chronicals of our grandparents and great-grandparents who settled this prairie, I'm sure that you recall the one room schoolhouse. The people gathered together to build the schoolhouse. A committee was then selected from the community to hire the teacher. The only teacher. Of course in this day of technology and science, a simple solution like that will not even begin to meet the federal and state regulations that we enforce to insure quality of education. For 35 children ages 6 to 16 all you needed was one outhouse. Today for 600 children ages 5 to 18 we need playgrounds, lavatories, gymnasiums, libraries and vocational programs. But I am not telling you anything that you don't know already.

With economic situations the way they are today we are seeing an encouraging sign. A job in the big city is not a certainty like it used to be. We are seeing a shift from the migration from the small town to the big city as soon as they leave school. But an increasing number of young adults are deciding that life in the town they grew up in is not such a bad deal after all.

Roughly 40% of our young adults in my school district will remain in the district after they finish their education as opposed to 30% four years ago. So what opportunities are we giving them? What skills are we equipping them with? How are we preparing them for their role within our community? Have we planned our community so we can accept and utilize these young adults to their best advantage and the best advantage to our

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community? These are complex questions that only each community can answer for themselves.

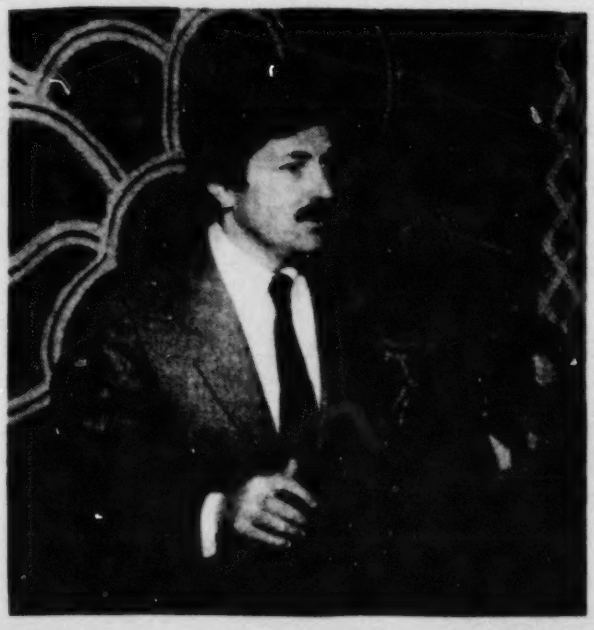
Spencer said that "the purpose of education is not knowledge, but action." I say that our purpose of education will only survive if we take action. I was honored tonight to sit at the table with a man who has taken action, Governor Branstad.

AL HUISMAN, PRESIDING

GOVERNOR'S BUDGET RECOMMENDATIONS FOR EDUCATION

SPEAKER: THE HONORABLE TERRY E. BRANSTAD

Governor of Iowa



Thank you, Jon. I am glad to be here tonight. I didn't know I was going to be the main speaker until I got the word this morning. I expected to be here just as I have many years in the past just to give a welcome and say it's great to be here. I have been a member of this organization since its very beginning and I am proud of what People United for Rural Education has done in this state. I was going to have an opportunity to hear Dr. Baskerville, who we all know used to be in Iowa and is now living in Kansas. But they told me due to the weather, he wasn't going to be here and they wanted to know if I could stretch my remarks out a little bit. Have you ever heard a politician that couldn't make a longer speech? So I said sure, no problem with that. I am glad that Chris could join me. I think this is the first time she has been at one of these banquets even though I've been at a lot of them.

I am appreciative of the opportunity to be with you tonight. I thought what I would do is give you a quick overview of where we are as far as the state budget is concerned and I don't need to tell you that your school district budgets are very much dependent on the state budget because of our school aid formula and the

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way it goes together. Many of you know the intricacies and details of that as well or better than I do. Just to make sure that you don't have more information than I do, I brought with me my administrative assistant who is in charge of education, Max Miller, as well as my escort, Sgt. Larry Noble.

In talking about the state budget, one major significant thing that everybody is aware of, in putting the budget together, I had a very difficult decision to make. We've gone through three very difficult years in Iowa, 1980, 1981 and 1982. You all know the adjustments and changes we have made. We've cut spending selectively and across the board. We've cut back on state employment, those people working for the government, and then other employment has been cut back in our state as well due to the national recession. Finally, the state has gotten into such a cash flow situation that we are not able to pay our bills on time. Most of all we are not able to pay the school aid payments on time, which is a big chunk of the state budget. I came to the conclusion, after looking at all the options and all the possibilities, that an across the board cut would have had to be a severe one, probably taxpayers would have had to shoulder a bigger share of the burden. We would have had to renege on a number of commitments the state has made to education and to property tax relief and phasing out inheritance tax between spouses and many other things that I felt were important. I thought that was not the route we should go so I made the decision and recommended at the time I presented my budget on January 21st that we do increase the sales tax by one per cent. Much to my surprise, the legislature is moving forward with that most expeditiously. In fact, the Senate and the House were fighting over which body would take it up first today. As is normally the circumstance, the Senate beat the House to the punch. They have already passed the bill 32-17 in the Senate. When I left the Capitol this evening to come here, the House was still debating it. It looks as if the House will pass it as well.

One thing that I would point out, one of the things I tried to point out emphatically to the legislators when I recommended this, by putting it into effect early--I recommended April 1st in lieu of collecting sales tax on a twice a month basis and the Senate has chosen to start it on March 1st--I think it is extremely important that the money that is collected between now and the end of this fiscal year not be spent but rather that money be used to put the state back in a cash balance position that by next fall we can be paying our school aid payments and our other payments, our obligations, on time. If that money is spent, it will do two things: it will prevent us from making our payments on time and it will put us in the position of not being able to meet our obligations in future years by having socked us into more on-going expenditures. That is something I feel very strongly about. At least privately and also publicly, as I understand it, in the Senate today we have received commitments from the majority party in the legislature that, in fact, they do not intend to spend this money but rather to follow the recommendations I have made. I think that is important.

Another thing that I think should be pointed out is that allowable growth for this year has already been announced at 6.1%. You all know that depending upon what enrollments in your district are, that translates in many cases with declining enrollment to less than that for an individual school district. But the fact of the matter is that without the sales tax increase, we would not have been able to meet our obligations for the 1983-84 school year with this allowable growth figure. With what we recommended we are going to be able to do that. Also the estimate that we have on the allowable growth for the year 84-85 would have been 1.8% without the sales tax. With the sales tax, it will be 6.5%. The other problem that we have had, and we've been on hold for the last 3 years, had to do with the 77% foundation level. We are going to 78% for the next school year and we are going to 80% in '85. I feel very strongly about going to 80% in '85 for the reason that one of the major reasons why I chose to go with the sales tax is so that we would not push the burden on to the local property tax payers in our economic problems we are faced with in Iowa. In order to insure that the additional growth that is going to schools is coming from the general fund of the state and not going to increase property taxes at the local level, we felt it was essential that we go to 80%. As you look at our recommendations, we put $50 million

more state aid into education in the second year and we also substantially increase our commitment to property tax relief. Consequently we fulfill the long-standing commitment that the legislature made to go to 80% foundation level, and we do that in this biennium. So there are significant things we have in the budget.

In addition to that, my recommendations are that we move forward and recognize some of the areas that are important to the future of our state and this country in the area of education, emphasizing math, science, and foreign language. In this I recommended in the second year that we have a weighting that would reward school districts by giving them an additional $50 allowable growth for each student in advanced math, science, or foreign language classes. In addition to that, we recognize the fact that many of the smaller school districts in Iowa have utilized the weighting we have for shared programs which is .1% or 1/10 of a percent per pupil involved in these shared programs. In order to make this a greater inducement, we are also looking at a bonus in the weighting area of an additional 1 -- not .1 but an additional 1 -- weighted individual for the shared program. Even if you only had 3 or 4 students in a program of advanced math, science or foreign languages, you would still get this bonus which would make it worthwhile for a small school district to be involved in a shared program.

In addition to that, to try to encourage more people to go into teaching in these areas where we face potential shortages, we are recommending that for students majoring in these subjects the state would pick up $1000 of their guaranteed student loan for each year they teach in Iowa for up to six years for a possible total of $6000. We are also beefing up the in-service training in these areas through the Department of Public Instruction.

These recommendations are made because I feel that we have an excellent educational program in the state of Iowa. We have gone through some tough times yet education has shared in the belt-tightening along with everyone else and with the additional revenue that is available we want to make sure we continue our educational leadership in the state of Iowa and our leadership in the position in education that we have always been proud of.

We also, through the Iowa Science Academy, are looking at ways we can recognize students that are achievers in the science area and to give them a reward and an encouragement to continue to excel in that particular area.

One other point that should be made in my recommendations is the continuation of the 100% guarantee. That expires at the end of the next school year and there are 30-some school districts that are affected by this. We don't want any school district to get less state aid because of declining enrollment than they had received the previous year so I recommended that the 100% guarantee be continued.

This is an overview of the budget and the recommendations I have made this year. There are a number of other areas but here I have concentrated primarily on the educational recommendations.

(L) MAX MILLER, GOVERNOR'S AIDE

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THIRD GENERAL SESSION

COORDINATING RURAL EDUCATION ACTIVITIES IN THE U. S. DEPT. OF EDUCATION

SPEAKER: DR. DUANE M. NIELSEN

Deputy Director, Div. of Innovation and Development, U.S. Dept. of Education, Washington, D.C.

Thank you for inviting me to participate in this Sixth Annual National Conference of People United for Rural Education. My roots, and many of my fondest memories, are in rural America, in fact, rural Iowa and Nebraska. I consider myself fortunate to have received my first six years of formal schooling in a rural one-room school in Sherman County, Nebraska, and the next six in a small rural community of less than 600 people in the same state. Those hard to describe, but easy to feel, formative experiences of trust, togetherness, independence, responsibility, and the simple assumption that you will always give 100% of your very best effort, are the legacy all of us share who are rooted in rural America.

I commend your organization's leadership, and the conference planning committee for such an interesting and significant agenda. You people are important to the future of this country and you and your organization represent much of what is good, strong, enduring and promising, both in our society and in our educational system. You have been effective in providing leadership to and in representing rural education. We acknowledge that leadership and pledge our continued support and cooperation.

I bring you the greetings and best wishes of Assistant Secretary Robert M. Worthington and Secretary T. H. Bell. They are both products of rural America, appreciate its character and contributions, understand its issues and concerns, respect its constituents and are dedicated to improving educational opportunity for those constituents.

I also bring greetings from the two established Department of Education committees which your planning committee asked me to discuss. They are addressing some of the many very deserving concerns and issues related to rural education in this nation. These two committees are our Intra-Departmental Committee on Rural Education, with representation from all 14 offices or units in the Department, and our FICE Inter-Agency Subcommittee on Rural Education with membership drawn from across the Federal government. It is my privilege to manage and serve as Vice Chair of both of these committees which are chaired by our Assistant Secretary for Vocational and Adult Education, Dr. Robert M. Worthington. These two committees represent a significant investment of time, energy and other resources at the Federal level - an investment in the interest of rural education and a recognition of the importance of rural education.

In a few minutes I will review with you what we are now doing, and hope to accomplish, through these two committees. But first, I want to acknowledge and endorse the deserving importance and significance of rural education programs, our rural people and our rural heritage.

Historically, the United States has been a country dominated by rural influences, rural leadership and its rural education system. Rural America has contributed heavily to a positive, basic value structure that has helped shape our society and has produced many of our nation's leaders. Some say the present

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generation of adult professional and political leadership may well be our last to come from predominately small schools and rural communities. As recently as 50 years ago, about half the enrollment in public schools was scattered throughout 128,000 school districts; now, there are only 16,000 districts. Millions of today's older adults attended the 150,000 one-room schoolhouses that existed only 45 years ago. Less than 1,500 such schools remain, almost all of them in very isolated areas.

But, the rural influence is far more than just a legacy of memories. Witness the trend of return migration, not only to a more rural residence but also to those traditional rural values of neighborliness, trust, openness, independence, and self-reliance. The past decade's historic reversal of population movement and the present decade's renewed emphasis on those traditional community-centered values have placed rural America in a new context.

During the 1970's, for the first time in the nation's history, the growth of our cities stopped, while the real decline of rural population was reversed for the first time since the census of 1980. These demographic shifts reflect a reassertion of America's historic rural values; a preference for smallness, friendliness, stability, natural surroundings and family life. The appeal and influence of those values remains strong. They are preferred by a majority of Americans according to the Gallup poll. Sixty million Americans now live in non-metropolitan areas and 75% of all non- metropolitan counties gained population during 1970's. Nearly one-third of the nation's elementary and secondary school students attend schools in small towns and rural areas. There are more school districts with fewer than 1,000 students than there are those above that.

Of necessity, rural school districts attempt, and frequently succeed, to do more with less. Rural school districts average less spending per pupil than urban districts - about 20 percent less. Of the 46 states that analyzed expenditures by population density for 1976-77, 35 reported that non-metropolitan areas spent less than the state average. Most of the states that did report higher non-metropolitan expenditures were in the West, with sparsely populated rural areas, where transportation expenditures, for example, were four times greater than in their metropolitan centers. Less money has resulted in fewer educational services in rural areas, however, the block grant initiatives of this administration are reducing that disparity.

A 1979 survey by the Department of Housing and Urban Development concluded that in the 1,000 small communities studied, the residents "are proud of their public schools and consider them an asset." The annual Gallup poll on the public attitude toward public schools consistently reports the highest satisfaction among residents of small towns and rural areas.

Jonathan Sher, Associate Dean of Education, University of North Carolina, has opened many eyes to the unsung vitality of rural schools through his prolific research and writing on rural education. He cites numerous studies refuting the "bigger is better" theory of school organization. They show, he says, that when IQ and socio-economic status of students are controlled, those attending small schools are as academically well-prepared as those in the cities.

Roger Baker and Paul Gump found, in smaller schools, more involvement of students in activities that reinforced their academic work, and higher quality in the involvement, than was evident in larger, consolidated schools. The proportion of students who participated in these reinforcing and developmental activities reached a peak in high schools with enrollments between 61 and 150. The proportion of participants was three to twenty times as great in the small schools as in the largest school.

Sher believes that the slower pace and less pressured environment, the spirit of cooperation, the opportunities for leadership development, the less formal interactions among students, staff and parents are unique, but hard to measure, qualities of rural schools.

The one constant about rural schools is their difference - they are as different from each other as they are from the urban systems which so often serve as their contrast. We salute that difference - that independence! We respect both the right to and the process of that self-determination and honor the quality product that the rural environment and school

system has consistently delivered. Anne Campbell, Commissioner of Education for Nebraska, and our luncheon speaker yesterday, captured the relationship of small rural schools to the total education enterprise in her address to our National Rural Education Seminar held in Washington this past May. She told of an elderly stonemason, who was carefully building a wall along the side of a country estate, when he was asked by the owner why he was using so many small stones around the large ones. "They are needed to keep the big ones in place," he explained. "If I leave small stones out, the big ones will not hold and the wall will fall."

Let's turn our attention now to some of the background leading to the present work of our two rural education committees. Three years ago, the U.S. Office of Education sponsored eleven regional rural roundtable discussion groups which addressed in detail 28 recommendations proposed by a national seminar on rural education. Nearly 300 rural participants attended one of the eleven roundtable discussion groups and over 200 more submitted their comments and suggestions by mail. Although a very determined segment of the participants consistently questioned the Federal government's role in rural education, the majority of these over 500 rural constituents agreed with each of the 28 recommendations and considered them feasible activities for a Federal Rural Education Initiative. The responses of these eleven groups produced six strong priorities for such an initiative. These six priorities called for the Federal government to:

1. examine federal financing formulas and other funding mechanisms to ensure local flexibility;
2. establish a federal government's rural research agenda in conjunction with the rural constituency;
3. provide additional support for transportation, facilities, and delivery systems in rural school districts;
4. enable and encourage rural school districts to combine funding from various programs;
5. support communication networks to share information among rural educators; and,
6. support broad-based vocational education programs in rural areas.

As requested by these over 500 participants, the rural constituency repeatedly stated they desired to maintain local and state control over decisions affecting their rural schools. They also stated that existing federal education programs place a disproportionately greater administrative burden on and are operationally less flexible in small rural schools than in large urban schools due to the diseconomies of scale. They suggested replacing the categorical nature of federal funding with a general revenue sharing type of assistance, instituting a sparsity factor into entitlement formulas.

This administration and the Department of Education have responded directly and emphatically to that recommendation. Rural LEAs no longer need apply at the Federal level for some previously 29 different sources of support, many of which were urban oriented and from which urban districts received the majority of the funding. LEAs are now funded on a population distribution formula. Under the recent block grant Title I, Chapter 2, provisions at least 80% of the states allotment is distributed directly to the local district based on enrollment, adjusted upward for low population density areas to compensate for the higher cost in those areas. Paper burden and regulatory requirements have been drastically reduced.

Preliminary data from a current, not yet completed, NIE study of the implementation of Chapter 2, and its effect on rural school districts in eight states, indicate that funding to rural districts has significantly increased while funding to large urban centers has decreased. An Education Commission of the States study has compared 1981-82 categorical funding with 1982-83 block grant funding. In this comparison Chicago has lost 31% while smaller districts have gained 8%; Minneapolis has decreased 55% while other smaller districts in Minnesota have increased an average of 23%; and, Miami has a reduction of 18% while other districts in Florida have increased 9%.

I indicated earlier that I would review with you the activities of our two Department of Education committees which are addressing rural education issues. Our Intra-Departmental Committee on Rural Education was formed in response to Section 206 of the Department's Organi-

zational Act which directed the Assistant Secretary for Vocational and Adult Education to "provide a unified approach to rural education and rural family education through the coordination of programs within the Department and work with the Federal Interagency Committee on Education (FICE) to coordinate related activities and programs of other Federal departments and agencies." All 14 Assistant Secretaryships and Offices in the Department are represented on this committee. The committee is chaired by Dr. Robert M. Worthington, our Assistant Secretary for Vocational and Adult Education, and I serve the committee as Vice Chair and Program Manager.

Our first meeting was held in February of 1982. At each of these monthly meetings committee members report on activities supported or conducted by their offices which address the areas of rural education and rural family education. An in-depth, detailed presentation by one of the 14 offices is scheduled for each meeting. These reports are discussed and analyzed for potential coordination and for overlap or redundancy. Several national leaders in rural education have met with our committee and we invite your president to do so at her earliest convenience.

In addition, subcommittees have assumed responsibility for specific tasks which have helped to coordinate and give emphasis to rural education activities. These include developing a resource directory of rural education contacts within the Department; compiling indexed summaries of the Department's 43 programs and thousands of projects related to rural education; reviewing legislation, regulations and procurement procedures for equitable emphasis on rural education; and assisting with the National Rural Education Seminar sponsored by OESE and the Horace Mann Learning Center in May.

The committee has also reviewed and discussed the Department's rural education policy statement and a subcommittee has revised that statement based on the committee's suggestions and input from several rural education leaders and organizations including those attending the Rural Education Association National Conference last October. We will be making recommendations to the Secretary on the content of the policy statement and procedures best suited for the realization of that policy.

Linkages and continuing communication have been established with REA, PURE, Organizations Concerned with Rural Education (OCRE), the AASA Rural/Small School Network, the ERIC Clearinghouse on Rural Education and Small Schools, FICE, USDA and several other agencies and organizations. On July 1, 1982, our Office of Elementary and Secondary Education awarded AASA a contract to pursue activities to help assure equity and quality in rural education and small schools. A Rural Education/Small Schools Network was formed which addressed important needs of the nation's rural and small school districts in the following manner:

1. Dr. Walter Turner's staff at AASA operated a Rural/Small Schools Hot Line. Rural school administrators were invited to call in and discuss their priorities in providing quality education for rural/small school students.

2. A report on the Department's May 3-5, 1982, Rural Education Seminar was developed which will serve as a resource for rural educators.

3. Four issue papers on matters of concern to rural/small school educators are being prepared.

4. A summary paper on the definition of "rural/small" and "rural education" was researched and written in an effort to help resolve state-to-state differences and bring together the concepts of various agencies and sources.

5. A Technical Assistance Manual for rural school districts will be prepared and published. The manual will include the definition of "rural education", sources of financial aid for rural schools, sources of technical assistance, and highlight issues and recommendations from the 1982 seminar.

We are well underway with the other, Inter-Departmental, Committee on Rural Education which Dr. Jess also asked me to report on. This committee is actually a subcommittee of the Federal Inter-Agency Committee on Education (FICE). FICE was authorized by Public Law 96-88 and on January 12, 1982, President Reagan designated the twelve Federal agencies, commissions and boards that hold membership on the Committee. The members of the Committee are senior policymakers from those twelve agencies and the Committee is

chaired by the Secretary of Education. The purpose of FICE is to assist the Secretary of Education in coordinating the procedures and actions of the Education Department with other Federal agencies. The membership of our Subcommittee on Rural Education cuts across all Federal departments and agencies and has four immediate responsibilities:

1. To prepare a consolidated report on all Federal activities related to rural education.
2. To determine the total Federal cost of those activities.
3. To identify any inconsistency, overlap or duplication of effort among those activities.
4. To determine what impact Department of Education initiatives in rural education have on other Federal agencies.

To date we have concerned ourselves with definitions, parameters for the study, instrument design, data collection and the analyses that will need to be made. It is our intent to begin data collection in late 1983 and conduct analyses and prepare the reports in 1984.

It is a pleasure for me to be here with you in this conference. I am looking forward to participating in the remainder of today's program and hope that I will have a chance to meet and visit with many of you personally.

DENNIS WOOD, PRESIDING

THE STAPLES STORY

SPEAKER: RICHARD DONAT

Federal Programs Director, President, Staples Development Corporation

Leadership and commitment on the part of individuals in a community are essential to promote economic development at the local level. An important factor in attracting new employers to an area and increasing job opportunities is the availability of vocational training programs. The following case study illustrates how vocational educators can be involved in the job creation process and increase the economic viability of their communities.

Twenty years ago, Staples was literally a 'one-horse town'. The community had a single industry - the railroad. It was a division point where crews changed on the Northern Pacific Railroad (now Burlington Northern). Staples was surrounded by a depressed agricultural economy, and the railroad was in trouble and projected a gloomy future.

Located in Central Minnesota, about 140 miles northwest of the Twin Cities of St. Paul and Minneapolis, the Staples Schools serve a large geographic area, with a relatively sparse population of less than 10,000. The city itself is about 4,000.

In the 1960's, the community leaders faced up to the question: "Are we satis-

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fied living in a dying, depressed area, or are we going to commit ourselves to making Staples the kind of place where we can enjoy living and have the assurance that we are giving our families the very best?"

A commitment was made and goals and objectives were established:

1) Excellence of education, with a high priority on the development of vocational skills.
2) Quality health services.
3) Housing.
4) Recreational opportunities, especially for children.
5) Cultural opportunities.
6) Helping our churches work together and grow.
7) Care for the elderly.
8) Jobs - bring in new industries.
9) Develop a more diversified and aggressive business community.
10) Help for the farmer.

A task force approach was used, with the city and school as the primary vehicles for executing the work plans as they developed. A local economic development agency was established as a liaison between prospective employers and the community.

Recognizing there was little likelihood that industry would locate 140 miles away from the nearest urban center of population, community leaders were convinced it was necessary to offer special incentives:

* First, to develop and make available a supply of skilled, dependable labor.
* Second, to make Staples the kind of community where people would want to live.

It was known from follow-up surveys that Staples High School graduates (ninety percent of whom had been forced, for economic reasons, to seek employment in big cities) that nearly three-fourths of them wanted to return home, and would do so if they could find employment. A majority indicated a willingness to come back even for less money.

One of the most difficult tasks was to convince the State Board of Education that a small community could support and operate a post-secondary vocational institute. In 1960, there were only eight such schools in existence in Minnesota - today there are thirty-three...Staples became number nine.

With a vocational school in place, Staples was ready to recruit industry. Although in desperate economic straits, it wanted diversification which would give employment to the skilled and the unskilled, adults and youth, and to both men and women. The two major selling points were:

1) Skilled labor; and
2) Quality of living.

Simultaneously, other goals and priorities were attacked:

* Bond issues were passed - new schools were constructed.
* Programs were developed which gave Staples Schools recognition at the State and National levels.
* Not only did the post-secondary Area Vocational Institute become a reality, but it also served as a vocational center at the secondary level, serving smaller high schools in the area, as well as Staples students.
* Physicians and dentists were recruited - a clinic was built - also a new United District Hospital and Nursing Home.
* A high-rise, low rent apartment complex for the elderly became a reality.
* The community's three parks were improved, and a fourth developed on a small nearby lake - including a beach, picnic and campground area.
* A City Bond Issue was passed and a community recreation center was built, with an indoor pool, gymnasium, Teen and Senior Citizen Centers.
* An Arts Council was organized and many cultural opportunities and events were brought into the community.
* New churches were built - old ones remodeled - and a fantastic ecumenical spirit (and program) developed.
* The business community was 'dressed up', a mini-mall was developed, and new businesses were recruited.
* The Vocational School bought, and developed, a 320-acre Irrigation Research and Demonstration Farm, with support

from the University of Minnesota and the State Department of Education. In 1970, there were six farmers irrigating in the Staples service area. Today, in 1983, there are more than three hundred. The future of agriculture in the region is very bright.

* Sixteen new industries came to town, including:
  - 3M (where machines are built for use in the company's assembly lines all over the world)
  - An optical lens grinding company
  - A steel fabrication plant
  - Ornamental iron construction facility
  - Several machine shops
  - Rubber products fabrication
  - Sportswear manufacturing
  - A plastic products company
  - Photo production
  - Machine tool rebuilding
  - An advertising and commercial art agency
  - A publishing company

It is significant that vocational education was a factor in bringing most of these new employers to the community. Today, industries in Staples benefit greatly from the vocational program:

1) Because they are on the scene, employers can recruit 'the cream of the crop' as their employees.
2) They use the school's extension program to upgrade their workers.
3) As members of Vocational Advisory Committees, local employers have input into the curriculum to make it more meaningful to their particular needs.
4) Employers may use school staff as consultants.
5) Students may be employed in the late afternoons and evenings, and the best offered permanent employment.

As important as vocational education is, it is by no means the whole answer to providing jobs. There must also be quality of living to attract more industries. Also, small towns in particular must become full-service communities.

The people must be willing to make sacrifices. Growth means 'growing pains'. These services cost money and mean higher taxes. Yet, the rewards are significant:

* Higher property values
* Jobs
* An improved economy
* Real quality of living

Staples has come a long way through its bootstrap operation. Today, it offers a wide spectrum of employment opportunities and quality living to all who call it "home".

Duane R. Lund,
Superintendent of Schools

DR. DUANE NIELSEN, DENNIS WOOD, RICHARD DONAT

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FOURTH GENERAL SESSION
MEETING WITH IOWA LEGISLATORS

JAMES JESS, SENATORS TED ANDERSON AND DOUG RITSEMA, REPRESENTATIVES ART OLLIE AND HORACE DAGGETT

Dr. James Jess presided at this session and the legislators who spoke were:

Sen. Ted Anderson, Vice Chm., Senate Education Committee
Sen. Doug Ritsema, Member of the Senate Education Committee
Rep. Art Ollie, Vice Chm., House Education Committee
Rep. Horace Daggett, Ranking Minority Member, House Education Committee

Below are the five questions that were asked during the session entitled "Legislative Leaders' Comments regarding the future of education in Iowa." Their actual responses are available on Tape #6 as described in the back of the Conference Report.

1. What direction do you see for Education in Iowa in the 80's? Do you favor any of the recommendations from the Governor's Efficiency Task Force? Are there any recommendations you are seriously considering from that study?
2. How do you feel about a more liberal use of the schoolhouse and site levies to include payment of energy?
3. How do you feel about a minimum guaranteed allowable growth of 5%?
4. How do you feel about a weighted funding factor for population sparsity, e.g.: 5 pupils or less per sq. mi. = $150-$200 per pupil; a 1.5 factor for K-12 enrollment below 325 students and a 1.25 factor for enrollments from 325-650. Again the questior becomes whether or not to let the State Aid Formula remain as is or whether it should be completely revised.
5. How do you feel about the option of 180 days or flexibility in school year calendars? This concept received much favorable response, partly from legislators who heard the speaker from Colorado who described how the program worked in that state at the PURE conference last year. The idea of cutting down on school days in the coldest part of the winter is being tried in some Iowa schools this year, but they cannot change the number of days in session. The concept may have a bright future in Iowa but it will need to be actively promoted by those who want to implement it.

PURE 1983 CONFERENCE...INFORMATIVE, EDUCATIONAL AND ENTERTAINING

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CLOSING SESSION

RURAL EDUCATION: A GLIMPSE AT THE FUTURE

SPEAKER: DALE W. LICK

President, Georgia Southern College, Statesboro, Georgia

It is a pleasure to be with you today. Together, we're going to take a glimpse at the future of rural education. This National Conference signals another major thrust for rural education, not only at the national level, but at the state and local level as well.

An Overview

Before beginning my specific remarks, I would like to share some thoughts as an overview, looking from the vantage point of today toward the future of rural education. It is my opinion that we are entering one of the most exciting eras ever in education and that a vital part of the opportunity for educators lies in rural education. Rural education is a noble cause. Although our institutions may not be Harvards, the concerns and consequences affecting the people, small towns and rural communities we serve are just as important as what goes on at Harvard. I believe that rural education is one of the greatest challenges of our time, and as I discuss the future of rural education today, I hope you will get a sense of why I feel that way.

A beginning of that thought for me comes from someone else's quotation, modified like this: "I have seen the future for rural education and it works". You have heard many examples yesterday and today that prove rural education is important and does work.

Let's take a snapshot of this moment in time in America, and then examine from several points of view what we find. We might ask: What are some of the existing aspects of this moment that are relevant and important to rural America and rural education? Or, what are some of the general factors and trends affecting rural education. From these considerations, we can explore the future of rural education and make some general recommendations for moving rural education forward.

One of the things we know best about the future is that we don't now have all the answers to its questions. This is particularly true about rural education. We do have some answers, however, and do have the capability to determine what it will take to advance rural education, and that's really what we are about today. Instead of throwing up our hands and saying "Hey, we can't handle it," we need to remind ourselves that: "It's a poor craftsman who blames his tools when something goes wrong." Unfortunately, we too often have a tendency to look to all the things around us for the reasons-or excuses-that we don't get the job done. On the contrary, we can get the job done! It's a big job, it's an important job, but we can get it done if we're willing to devote the time, the energy and the resources to make it happen, and I hope we are willing.

Each of you here today is a key in that happening. You are here because you represent the leadership of rural education. So together, let's walk through some of the many factors affecting rural education.

Prevailing Aspects

What are some of the aspects of rural America and rural education that we must deal with today? First we must recognize the "image problem". In many people's minds, "rural" too often connotes a lack of ability, a lack of culture, or a lack of other kinds of qualities rather than a

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viable alternative to an urban setting. That connotation is unfortunate and it must be countered with fact.

In addition, rural America is very heterogeneous. Rural people, rural communities, and rural conditions are enormously diverse, and as a result, we have a complexity of public policies, leading to a complexity of programs which affect those policies.

The term rural also implies small communities and low population densities. This means greater isolation and greater difficulty in delivering services, whether they're health service, educational services or regional development. Rural schools characteristically have higher attrition rates and lower achievement levels than their urban counterparts; these are facts of rural life. Rural development is inhibited by limited support services, limited levels of available general and professional expertise and limited role models and exposures for young people.

However, on the plus side, rural America enjoys a richer and more deeply rooted cultural heritage and stability than its transient urban centers. Rural Americans are characteristically sensitive, responsible and caring, and among the finest people anywhere. Rural America has a tremendous number of positive qualities, and may, in fact, be the best place to live and to raise a family, even with some of its shortcomings.

One of the greatest negative impacts on the rural scene is imposed by a policy of our own making, what I call the "urbanization of rural systems." For example, in education, urban approaches are forced on curriculum, on teacher education, on structure, giving rise to policies and methods which are not directed towards creating better rural schools and systems, but instead are aimed at creating wholesale urbanization of most aspects of rural society. Approaches to problems in rural areas are too often urban approaches to rural problems. And too often they fail!

This is symptomatic of a lack of priority in the nation's consciousness which has resulted in inadequate amounts of time, attention, and resources devoted to rural education. Existing strategies, whether conscious or unconscious, have served primarily to ensure that existing deficiencies in rural education continue unabated.

One of the major problems of rural education, or one of the major realities that is a problem, is that valid research is sorely lacking in nearly every phase of rural education.

Trends

Let's now move to some of the present trends which will significantly impact rural education. The first five of these trends are outlined in a paper entitled "The New Economics and Political Order of the 1980's," by John Naisbitt. However, I think they are directly applicable to our discussion because they describe the complexities of the future with which we must deal.

1. The United States is rapidly shifting from a mass industrial society to an information society, and the final impact will be more profound than the 19th Century shift from an agricultural to an industrial society. Information occupations are those involved in the creating, processing, and distribution of information, including banks, stock markets, insurance companies, education and government.

   Labor Force (Percentages)

	1900	1950	1980
Industrial Sector	35	65	35
Information Sector	low	17	55

2. There is more decentralization than centralization taking place in America --for the first time in the nation's history. The power is shifting not only from the President to Congress, but also, from Washington to the states and localities.

3. We are now a truly global economy because of instantaneously-shared information, and the world is deeply in the process of redistribution of labor and production.

4. The American society is moving in dual directions of high technology/ high touch. The introduction of every new technology is accompanied by a compensatory human response (i.e., personalizing and humanizing), or the new technology is rejected. For example, new technology life support systems have

also given rise to concern over death with dignity.

5. There are the beginnings of a job revolution in America, a basic restructuring of the work environment from top-down to bottom-up. A whole new attitude toward American workers is on the way. And it should result in a revitalization of the spirit of work and America's sagging productivity.

6. Demographic changes in America from 1970 to 1980 include:

   -Population grew by 23 million, an 11.4% increase.
   -Age structure shifted: Those under 14 decreased by 7 million (12%); those 25 to 34 increased by 12 million (49%); and those 65 and older increased 28%.
   -Regional population shifts: Northeast to south (20% increase) and west (24% increase), well above national average.
   -City growth slowed from 17% in the 60's to only 9% in the 70's.
   -Migration was from cities to rural and suburban areas (e.g., New York City lost one million).

   Impacts of these changes will include:

   -Age structure shifts affecting most social and economic conditions.
   -Senior Citizens commanding increasing political, economic, social and cultural attention.
   -The southeast and southwest attracting business and industry and spawning new industries.
   -Political power shifting from traditional centers in the northeast (e.g. four of the last five presidents were from the south or west, and redistribution of congressional seats, with 17 moving to the south and west).
   -Migration to countryside, but <u>not</u> back to the farm. New residents of rural areas will drastically alter leadership and community patterns, including social, economic, political and religious aspects of the area.

7. A greater interdependence is developing between the urban and rural sectors of society.

8. Schools and institutions of higher education are becoming more responsible and more responsive to the people they serve.

9. More than ever, the psychology of the American people is keyed to playing fair and providing reasonably equitable treatment for all.

10. Rural America is becoming a complex mix of characteristics, simultaneously encompassing the full spectrum from those of the past to those of the modern technology.

Change

As we look to the decades of the 80's and 90's, a key word for us will be <u>change</u>. For education, the 80's could properly be labeled the "Decade of Transition," since there will be more changes and greater transition in education than in any previous decade in history.

Let's talk about change for just a moment. If we're going to deal with rural education successfully in the future, we have to deal with change. And it's funny, we all have problems with change. Change comes hard. This is true, not only for people, but for organizations and for society. Nonetheless, to be successful in rural education, we must address change squarely and forthright. The fact is that we can either direct change to try to accomplish our purposes or change will direct us.

The Future

Keeping in mind the importance of rural education, the prevailing forces and trends impacting it, and the necessity for change, let's now explore some of the vital aspects for the future of rural education.

1. The prospects for real progress for rural America and rural education are excellent. Although inhibiting financial, philosophical, environmental and other constraints will continue, innovative, relevant and forthright efforts have potential for significant impact.

2. In their efforts to be more responsive to the society they serve and to strengthen their relative position during difficult and competitive times, educational institutions will more overly establish a rural thrust and develop programs and activities directly applicable to the needs and concerns of rural America.

3. Rural education will experience greater change during the next decade than

in any previous comparable period. The 80's will be a meaningful "Decade of Transition" for rural education.

4. Major items broadly impacting rural education in the future will include:
   - Expanded use of modern technology (e.g., telecommunications, computers, robotics, fiber optics, and lasers).
   - Increased priority among governmental, educational and civic organizations for dealing with the problems and potentials of rural areas.
   - Enhanced cooperative efforts among different groups, both rural and urban for more effective synergic approaches and better utilization of existing resources.
   - More specific and relevant attention paid to curriculum, structure and financial reforms in and for rural education systems.
   - Significant augmentation of the efforts of traditional organizations by grassroot and special rural interest groups.
   - Heightened appreciation of the critical role of rural America in all aspects of a modern society and in an interdependent world.

Recommendations

Among the most important recommendations we might make for rural education for the future are the following:

1. Establish a national "rural policy" reflecting the importance of rural America and rural education, and raising the consciousness level for and priority of these areas.

   Such a policy should recognize the critical needs and concerns of rural America and rural education and create strategies for dealing with these problems in order to make this rural component an even more important part of society.

   In particular, leadership for creating this new level of awareness and related strategies of action should come collectively and cooperatively, at the national, state and local levels (e.g., U.S. Departments of Education and Agriculture, State Education Departments, and other appropriate agencies and organizations, and our institutions of higher education and schools).

2. Develop a national "rural data base" for the various quality-of-life aspects of society. To be really meaningful, such a data base will have to be structured so as to allow for the collection and analysis of data for the entire rural sector, as well as for the numerous logical rural subregions around the country.

   Until such time as the proper data is collected and analyzed, it will be hard to gain the appropriate priority and responsiveness for rural problems and rural education. In fact, such a data base will not only better define the problems to be addressed, but will also aid in the appropriate goal-setting toward their solution.

3. Give renewed emphasis to research, relating to the concerns and potentialities of rural America and rural education.

   For all practical purposes, little research has been completed relative to the rural sector. Such research has great potential for solving or reducing in severity long-standing rural problems, and for helping rural America and rural education become even more significant elements in society.

4. Create programs and train professionals directly related to the needs of rural America and rural education.

   Over the years, there has been an urbanization of most aspects of rural systems. Too often we have used urban approaches, urban-trained personnel, and urban reforms to solve rural problems. Recognizing the shortcomings and failings of such approaches, we need to establish "rural" programs and prepare "rural" professionals to deal creatively with rural problems.

5. Set goals for strengthening rural America and rural education based on rural needs and desired rural outcomes, as opposed to adopting urban goals from related urban problems.

   For example, a goal of rural health should be quality health care. Too often this gets urbanized and becomes, instead, having a high enough number of doctors for a given population. For a rural setting, quality health care may have only a limited dependence on the number of doctors available, whereas some new approaches, such as using nurse practitioners and home health

care programs, may be far more effective and efficient.

6. Acknowledge the leadership void in the rural sector and for rural education, and develop mechanisms at the national, state, and local levels to correct this deficiency.

   Little real "rural leadership" exists across the country. Few of our governmental agencies, institutions of higher education, or private organizations, even those in rural areas, have stepped forward with overt "rural" programs and leadership. At best, such leadership has been sparse, sporadic and limited in impact. The time is right now for governmental, educational and private groups to begin to meet this challenge as part of their overall responsibility.

7. Create a national central office for the collection and dissemination of promising practices, statistical data, and other appropriate information relating to rural America and rural education, as well as for the sharing of services and resources among appropriate agencies and organizations.

8. Encourage and enlist the professional leadership and technical assistance of greater numbers of institutions of higher education and other appropriate agencies toward dealing with rural initiatives in a more holistic fashion, and provide the philosophical, moral and financial support required to reach agreed-upon, desired outcomes.

Summary

In summary, please consider the following thoughts and ideas relating to rural education.

1. Rural America and rural education encompass about one-third of the population and one-third of the educational activities in this country. That is a pretty significant minority, and an important part of our total society. It has not received comparable resources, attention and concern. Now is the time for rural education to move forward!

2. Many believe that rural America remains America's future.

3. Let each of us return to our institutions or agencies remembering what Alexander Graham Bell said about opportunities: "As one door of opportunity closes, others open." We must continue to look for "doors of opportunity" for rural education.

4. Norman Cousins writes in his book, "Human Options," in the chapter entitled "Survival as an Option""

   "The human species is unique because it alone can create, recognize, and exercise options. This means that it can do things for the first time. We can reasonably argue, therefore, that human beings are equal to their needs, that a problem can be resolved if it can be perceived, that progress is what is left after the seemingly impossible has been retired, and that the crisis today in human affairs is represented not by the absence of human capacity, but by the failure to recognize that the capacity exists."

Finally, let me leave you with one of my favorite prayers by Phillip Brooks.

Do not pray for easy lives
pray to be stronger men!
Do not pray for tasks equal to your powers,
pray for powers equal to your tasks.
Then the doing of your work shall be no miracle,
but you shall be a miracle.
Every day you shall wonder at yourself, at the richness
of life which has come to you by the grace of God.

CLEAR CREEK SWING CHOIR

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BUSINESS MEETING

YEARLY SUMMARY OF PURE's BOARD ACTIVITIES

Eleaine McCullough, Board Secretary

PURE began its sixth year with an objective look at its accomplishments. Board members agreed that PURE is strongest in legislative efforts and that its weakest area is with the development of local chapters. A visitation program was designed to strengthen ties between the PURE organization and the local chapters. Plans were also made to continue contacts with teacher training institutions and to emphasize the importance of grass-roots level rural teacher training.

PURE again sponsored a booth at the IASB Convention in November which featured 2 maps. The world map showed where PURE has members in 29 states and Australia while the state map indicated the counties in Iowa where PURE members live. Hand-outs included stickers with the slogan:

STAY ALIVE..HELP SMALL SCHOOLS SURVIVE..

JOIN PURE

Legislative activities during the interim were followed by PURE representatives attending the Education Committee meetings. The Board voted to organize a delegate assembly from the local chapters to meet before the 1984 session to formulate PURE's legislative priorities.

Much time and effort was spent by the Conference Co-chairs, the Advisory Council, and the PURE Board in planning for the Sixth National PURE Conference. All of these people are volunteers, a working board as we have reminded ourselves, with the goal of PEOPLE UNITED FOR RURAL EDUCATION.

PURE BOARD OF DIRECTORS: 1983 . . . .
Front row (L-r): Claudia Jones, Joyce Losure, Kay Banwart, Eleaine McCullough.
Back row (l-r): Larry Costello, Joan Rammelsberg, Jeanne Plagge, Robert Malloy. (Missing - Jane Zelinsky)

JON BAKER, PURE ADVISORY COUNCIL CHAIRMAN

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CONFERENCE '83 RECOGNITIONS

At the close of the Banquet Session, Certificates of Appreciation were given to new Advisory Council Members and to the new Board Member while seals for 1983 were presented to the volunteers who had already received their certificates. In addition, the contributions of Richard Mueller, PURE Photographer for five years, and Jack Adams, Tape Recorder for two years, were acknowledged by Certificates.

Plaques were awarded to retiring board member, L. R. Curtis and to the CAL PURE Chapter as the Outstanding Local Chapter.

The Oxford Junction Local Chapter was recognized for Membership and received engraved napkins in the school colors of purple and white.

Virginia Reighard received the "Good Guy" Award for 1983 for her support and work for the conference including much phoning, letter writing and general back-up efforts. Ruby Nail was the recipient of the 1983 "Volunteer Award" for her loyalty, enthusiasm, and hours of labor with the membership files.

While many of these recognitions were presented in absentia this year because of the inclement weather, the recognition ceremony is becoming a special means of saying "Thank you" to some of the many volunteers and local chapters who are responsible for the success of People United for Rural Education.

KAY BANWART

BOARD MEMBERS: ELEAINE McCULLOUGH, CLAUDIA JONES, JOAN RAMMELSBERG, LARRY COSTELLO, JEANNE PLAGGE, KAY BANWART, ROBERT MALLOY

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LARRY COSTELLO AND JERRY PLAGGE

PRESENTATION TO ADVISORY COUNCIL: CLAUDIA JONES REPRESENTING ROY MESSEROLE, JERRY HUSTON, DENNIS WOOD, JAMES JESS, JON BAKER, AL HUISMAN, AND JOYCE LOSURE

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JACK ADAMS AND JOYCE LOSURE

LARRY COSTELLO

JEANNE AND JERRY PLAGGE

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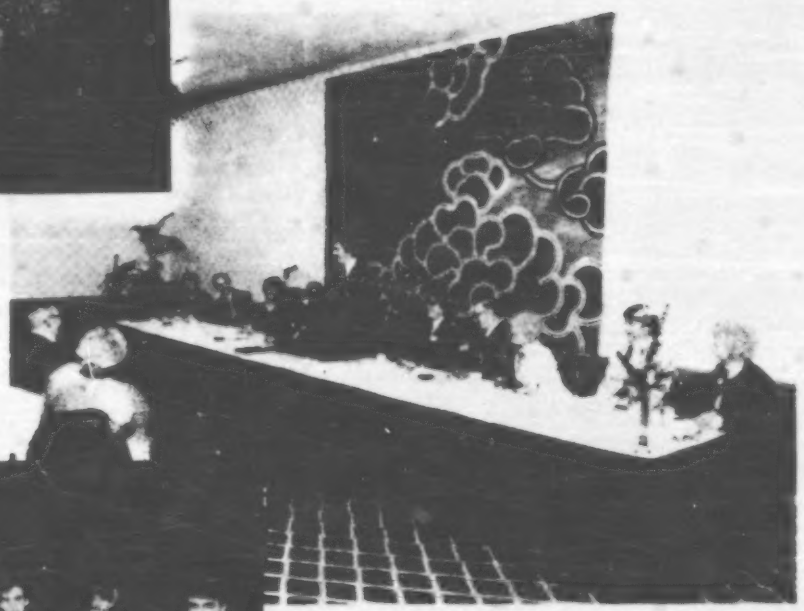
THURSDAY

EVENING

BANQUET

GOVERNOR AND MRS. BRANSTAD



HEAD TABLE FOR BANQUET: From left: ELEAINE McCULLOUGH, JON BAKER, MARYLU BAKER, (MRS. BRANSTAD), GOVERNOR BRANSTAD (standing), ROBERT MALLOY, AL HUISMAN, VIVIAN HUISMAN, LARRY COSTELLO, JEANNE PLAGGE

CLEAR CREEK SWING CHOIR

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GOVERNOR AND MRS. BRANSTAD
BEHIND TABLE, MARGARET BORGEN,
JON BAKER, JEANNE PLAGGE

BANQUET "ROUND TABLE"
DISCUSSIONS

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IN APPRECIATION

IN APPRECIATION--THANKS TO:

BOARD OF DIRECTORS

1983

Larry Costello
L. R. Curtis, Retiring
Joyce Losure

1984

Kay Banwart
Claudia Jones
Robert Malloy

1985

Eleaine McCullough
Jeanne Plagge
Jane Zelinsky

1986

Larry Costello
Joyce Losure
Joan Rammelsberg

P.U.R.E. Advisory
Council Chairman - Jon Baker

ADVISORY COUNCIL OF SUPERINTENDENTS

Jim Jess
Al Huisman
Bob Eastman
John Lawrence
Dennis Wood
Roy Messerole
Jerry Huston
Glen O. Mason
Norm Long
Francis Davis

Washington Liaison - Glenn Freie
PURE Trouble Shooter - Janet Kinney

ENTERTAINMENT

Clear Creek Swing Choir
(Dennis Kirkpatrick, Director)

HOST AND HOSTESS

Hugo and Joan Rammelsberg

CONFERENCE CO-CHAIRS

Jon Baker
Al Huisman
James Jess
Roger Baskerville
Jane Zelinsky
Kay Banwart
Larry Costello
Joyce Losure
Eleaine McCullough, Sec'y.

CONFERENCE COMMITTEES CHAIR
Jane Zelinsky

CONFERENCE SPEAKER COORDINATOR
Dr. James Jess

CONFERENCE PUBLIC RELATIONS
Al Huisman

CONFERENCE PROGRAM BOOKLETS
Jon Baker
Joyce Losure
Rhoda Barhite
Graphic Agri-Business, Alden

CONFERENCE REPORTER COMMITTEE
Jeanne Plagge
Eleaine McCullough

CONFERENCE PHOTOGRAPHER
Richard Mueller
Mueller Studio, Clarion 50525

OFFICIAL TIMEKEEPER
Claudia Jones

TAPE RECORDING
Jack Adams, AEA 5

RECEPTION COMMITTEE
Larry Costello
Jane Zelinsky
Kay Banwart

PRE-REGISTRATION COMMITTEE
Esty Steil, Chm.
Ivan Schmidt
Tom Schwaigert
Jane Banwart
Eli Grimm, Jr.
Kay Banwart
Bob Banwart

REGISTRARS
Jeanne Plagge
Marylu Baker
Larry Costello

MENUS AND SITE COMMITTEE
Kay Banwart
Jane Zelinsky

EXHIBIT COORDINATOR
Jon Baker

LEGISLATIVE COORDINATORS
Jon Baker
Janet Kinney
Joyce Losure

PURE MEMBERSHIP CHAIRMAN
Ruby Nail

COVER DESIGN by Robert Slotterback

ROSTER OF EXHIBITORS

Jack H. Adams, Dir. Media Service
Arrowhead AEA
Box 1399
Fort Dodge, Iowa 50501

PURE Display
Eleaine McCullough
Kay Banwart
Joyce Losure

Everett Edington
ERIC-CRESS
Box 3 AP
New Mexico State University
Las Cruces, New Mexico 88003

GUY GHAN (DPI), JACK ADAMS (AEA 5)

DR. EVERETT EDINGTON, JACK ADAMS

PURE CONFERENCE ATTENDANTS AND JACK ADAMS

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Notes

PLAN NOW
TO ATTEND THE
1984 P.U.R.E. CONFERENCE
in
Des Moines, Iowa
February 2-3, 1984

CONFERENCE SESSION TAPES AVAILABLE

Area 5 Learning Resource Center recorded the sessions as they were presented at the convention. The following is a list of the programs and which presenters are included on each tape.

Mail orders to: Arrowhead Area Education Agency
Rick Maehl
P. O. Box 1399
Fort Dodge, Iowa 50501

Program #1 - Dr. Lawrence Davenport 1st General Session
"U.S. Department of Education Strategies for Excellence in Education - A Rural Perspective."

Program #2 - Dr. Anne Campbell

Program #3 - T. E. Davidson IASB
Dr. Jim Jess Superintendent of CAL
Margaret Borgen P.T.A.

Program #4 - Governor Terry Branstad
Sixth Annual Banquet

Program #5 - Dr. Duane Nielson
"Coordinating Rural Education Activities in the U.S. Department of Education"

Richard Donat - Staples, Minnesota "The Role of Vocational Education in the Economic Development of Rural Areas"

Program #6 - Last 4 minutes of Richard Donat presentation
Legislative Session - Sen. Ted Anderson, Sen. Doug Ritsema
Rep. Art Ollie, Rep. Horace Daggett

Program #7 - Dale Lick
"Rural Education: A Glimpse of the Future"

ORDER BLANK

P.U.R.E. Conference 1983 Cost per program tape $1.25

Requested by_____ Bill to_____

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_____

Program Number	Quantity Desired	Program Number	Quantity Desired
1	_____	5	_____
2	_____	6	_____
3	_____	7	_____
4	_____		